

**Social Science  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on 8/11/06)**

**006.556 Social Science**

006.556A Grade Levels: ~~67~~-12-

006.556B Endorsement Type: Field-

006.556C Persons with this endorsement may teach any social sciences course in grades ~~67~~ through 12.

006.556D Certification Endorsement Requirements: This endorsement ~~shall~~ requires a minimum of 60 semester hours of course work in the social sciences (Economics, Geography, History, Political Science, Psychology, and ~~either Anthropology or~~ Sociology). This endorsement requires:

006.55D1 Twelve (12) hours in American History, including three (3) hours Diversity\* course work; and

006.55D2 Twelve (12) hours in World History, including three (3) hours Diversity\* course work; and

006.55D3 Nine (9) hours in Political Science/Government/Civics; and

006.55D4 Nine (9) hours in Behavioral Sciences, including six (6) hours of Psychology and three (3) hours of Sociology; and

006.55D5 Nine (9) hours of Geography, including three (3) hours of Human Geography, and six (6) hours of Geography electives; and

006.55D6 Nine (9) hours of Economics, including three (3) hours of Microeconomics, three (3) hours of Macroeconomics, and three (3) hours of Economics electives; and

006.55D7 Three (3) hours of the required social studies coursework must be directly related to the study of topics specific to the state/region of Nebraska.

\*Diversity courses are defined as courses that focus on students being able to demonstrate a knowledge and an understanding of marginalized and underrepresented groups and/or individuals.

~~The 60 semester hours include a minimum of 21 semester hours in History, of which 9 must be in U.S. History and 9 in World History. There must be a minimum of 6 semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).~~

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006.556E Endorsement Program Requirements: ~~Standard Nebraska teacher education~~ institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses ~~will shall~~ incorporate the 2019 Nebraska social studies/history content standards ~~found in 92-NAC-10~~ into the curriculum as applicable to the grade level endorsement.

006.556F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE  
INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the skills identified in sections A through I.

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade six through grade twelve;
- B. Demonstrate knowledge about disciplinary inquiry in civics, economics, geography, history and the social/behavioral sciences.
- C. Demonstrate the ability to create and deliver instruction which integrates three or more of the Nebraska State Social Studies Standards.
- D. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **economics**, and be able to apply them, including being able to:
  - 1. Apply the concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;
  - 2. Analyze how market prices and output levels are determined.;
  - 3. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;
  - 4. Establish connections and interdependence of the United States economic system and systems in other countries; and
  - 5. Apply primary resources and interpret data to communicate economic concepts
  - 6. Asking economic questions, identifying and collecting economic data, analyzing and visualizing economic data, making decisions based on conclusions drawn from inquiry process
- E. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **geography**, and be able to apply them, including being able to:

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1. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;
  2. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;
  3. Demonstrate an understanding of the physical and cultural geography of Nebraska;
  4. Develop the concept of regions as a means to interpret Earth's complexity in terms of how culture and experience influence people's perceptions of places and regions including identification of Earth's ecosystems;
  5. Demonstrate an understanding of population distributions, human migrations and the complexity of the world's cultural mosaic;
  6. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;
  7. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors; and
  8. Provide examples of how to use geography to interpret the past and present and to plan for the future.
  9. Asking geographic questions, identifying and collecting geographic data, analyzing and visualizing geographic data, making decisions based on conclusions drawn from inquiry process.
- F. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in American and World **history**, and be able to apply them, including being able to:
1. Analyze patterns of continuity and change in multiple regions and time;
  2. Demonstrate a global knowledge and understanding of peoples, cultures, and;
  3. Use historical analysis and interpretation to consider multiple perspectives, including the perspectives of marginalized and historically underrepresented groups;
  4. Use a chronological framework to understand the sociological, political, economic and cultural history of the global community through time;
  5. Demonstrate knowledge and understanding of the cultural history of Nebraska, including Native American cultures;
  6. Analyze the impact of Nebraska's past and present on United States history;
  7. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and.

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8. Asking historical questions, identifying and collecting historical data, analyzing and visualizing historical data, making decisions based on conclusions drawn from inquiry process

G. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **political science**, and be able to apply them including to be able to;

1. Demonstrate the purpose of government;
2. Demonstrate an understanding that in a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international Institutions.
3. Demonstrate an understanding of the United States two party political system;
4. Demonstrate an understanding of United States domestic and foreign policies;
5. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;
7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and
8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.
9. Asking political science questions, identifying and collecting political science data, analyzing and visualizing political science data, making decisions based on conclusions drawn from inquiry process

H. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **psychology**, and be able to apply them, including being able to:

1. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting ethical psychology research methods;
2. Demonstrate an understanding of psychology's subfields;
3. Demonstrate an understanding of the biological bases of behavior;
4. Demonstrate an understanding of lifespan development;
5. Demonstrate an understanding of the cognitive areas of memory and learning; and
6. Demonstrate an understanding of the socio-cultural areas of social psychology, and psychological health and disorders.

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7. Asking psychological questions, identifying and collecting psychological data, analyzing and visualizing psychological data, making decisions based on conclusions drawn from inquiry process

I. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **sociology**, and be able to apply them, including being able to:

1. Recognize the relationship between historical social conditions and the development of sociological thought;
2. Analyze and describe strengths and weaknesses of major research methods used in sociology;
3. Recognize the relationship between culture and the individual, and the process of socialization;
4. Demonstrate an understanding of the different aspects of culture and cultural diversity;
5. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender;
6. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and
7. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

8. Asking sociological questions, identifying and collecting sociological data, analyzing and visualizing sociological data, making decisions based on conclusions drawn from inquiry process

5. Demonstrate knowledge and understanding of the cultural history of Nebraska, including Native American cultures;

6. Analyze the impact of Nebraska's past and present on United States history;

7. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and.

8. Asking historical questions, identifying and collecting historical data, analyzing and visualizing historical data, making decisions based on conclusions drawn from inquiry process

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1. Demonstrate the purpose of government;

2. Demonstrate an understanding that in a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international Institutions.

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3. Demonstrate an understanding of the United States two party political system;
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  6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;
  7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and
  8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.
  9. Asking political science questions, identifying and collecting political science data, analyzing and visualizing political science data, making decisions based on conclusions drawn from inquiry process
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1. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting ethical psychology research methods;
  2. Demonstrate an understanding of psychology's subfields;
  3. Demonstrate an understanding of the biological bases of behavior;
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